

APPENDIX J

Worksheets for Design

Table of Contents

These worksheets are designed to work in concert with the Design phase job aids presented in *Appendix I*. Use the following listing to access the worksheet for the task you want to complete.

Worksheet Number	Title
WS – J.1	Writing Terminal Performance Objectives
WS – J.2	Evaluation Criteria Selection Worksheet
WS-J.3A	Design Worksheet – Course Blueprint
WS-J.3B	Design Worksheet – Unit Blueprint
WS-J.3C	Design Worksheet – Lesson Blueprint

Worksheet Access

Samples of the worksheets are included in this appendix. Refer to the *SOP Downloads (Word Version)* page on TRACEN Petaluma's internet website for the most recent and usable copies of all worksheets and templates:

<http://www.uscg.mil/hq/cg1/TracenPetaluma/SOP/default.asp>

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WS – J.1: Writing Terminal Performance Objectives

WS-J.1		Terminal Performance Objective(s)	
Project			
Designer		Date	
Task Number		Objective Number	
RPQ <i>(if applicable)</i>			
Conditions <i>Cue that signal the performer to act / Stimulus</i> <i>Tools and equipment needed:</i> <i>References, job aids, and assistance needed:</i> <i>Physical Environment</i>			
Performance			
Standards <i>Time</i> <i>Accuracy</i> <i>Safety</i> <i>Security</i> <i>Process / Product</i>			
TPO Statement			

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WS – J.2: Evaluation Criteria Selection Worksheet

WS-J.2		Evaluation Criteria Selection Worksheet	
Project			
Designer		Date	
Terminal Performance Objective		TPO Number	
Testing Parameters / Constraints (Conditions)			
Standards NOT required for Task Proficiency			
Modifications to TPO (if applicable) for instructional setting / testing parameters & constraints			
Student may use the following	<input type="checkbox"/> Job Aid	<input type="checkbox"/> Reference Materials	<i>Other (list)</i>
Evaluation Criteria (correct performance will be based on this)	<input type="checkbox"/> Product Only		
	<input type="checkbox"/> Process and Product		
Accuracy (list criteria as applicable)			
Time (list criteria as applicable)			
Safety (list criteria as applicable)			
Rate of Production (list criteria as applicable)			
Other Criteria:			

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WS – J.3.A: Design Worksheet - Course Blueprint

How to Determine an Instructional Strategy

Use the worksheets shown in the following three sub-sections to design your instructional strategy and map your blueprint for the course, unit and lesson level.

WS-J.3.A Design Worksheet – Course Blueprint		
Project		
Designer		Date
Course		
Unit		Rationale
Final Culminating Event/Unit	<input type="checkbox"/> Capstone <input type="checkbox"/> Multi-lesson scenario / Integrated Assessment Other / Describe:	
Sequencing of Units (or Chunks)		<input type="checkbox"/> Simple to Complex or vice versa <input type="checkbox"/> Known to unknown (building on pre-requisites) <input type="checkbox"/> TPO's related to common systems <input type="checkbox"/> TPO's with like performance <input type="checkbox"/> Common knowledge and skills <input type="checkbox"/> Job performance order <input type="checkbox"/> Cause and effect order <input type="checkbox"/> Other / Describe:
Foundational tasks / units <i>Foundational tasks are those skills or knowledge at the TASK-level (may be TPO's themselves) that support the delivery of the curriculum at the course, unit or lesson level.</i>		
Prerequisites <i>Prerequisites are those skills or knowledge that a student's needs to know in order to begin practice of particular tasks.</i>		

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WS – J.3.B: Design Worksheet - Unit Blueprint

WS-J.3.B		Design Worksheet – Unit Blueprint	
Project			
Designer			Date
Course		Unit	
Task		Rationale	
Final Culminating Event/Unit	<input type="checkbox"/> Capstone <input type="checkbox"/> Multi-lesson scenario / Integrated Assessment Other / Describe:		
Sequencing of Tasks / Lessons <i>(Order of Lesson Delivery)</i>		<input type="checkbox"/> Simple to Complex or vice versa <input type="checkbox"/> Known to unknown (building on pre-requisites) <input type="checkbox"/> Job performance order <input type="checkbox"/> Cause and effect order Other / Describe:	
Foundational Tasks <i>Foundational tasks are those skills are knowledge at the TASK-level (may be TPO's themselves) that support the delivery of the curriculum at the course, unit or lesson level.</i>			
Prerequisites <i>Prerequisites are those skills or knowledge that a student's needs to know in order to begin practice of particular tasks.</i>			

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WS – J.3.C: Design Worksheet - Lesson Blueprint

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WS-J.3.C		Design Worksheet – Lesson Blueprint	
Project			
Designer		Date	
Course		Unit	
Terminal Performance Objective(s)			
Lesson Activity	Description		
Summary and Review			
Assessment (WS-N.1)			
<input type="checkbox"/> Integrated PT <i>List TPO's included:</i>			
Practice Exercise (WS-N.2)	Final Level of Simulation		
	<input type="checkbox"/> Integrated Practice		
	Intermediate Level of Simulation		
	<input type="checkbox"/> Special Learning Tactics		
First Level of Simulation			
Demonstration			
Content (WS-N.3)			
Instructional Method(s)	<input type="checkbox"/> Instructor-led / Lecture <input type="checkbox"/> Self paced tutorial/exercise <input type="checkbox"/> Guided Practice <input type="checkbox"/> Blended solution (describe)		
Introductory Activity	<input type="checkbox"/> Questions (Poll audience) <input type="checkbox"/> Story/Video related to task <input type="checkbox"/> Review / Recall		

